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ABSTRACT

In response to a changing environment characterized by economic uncertainty, a declining population, heavy competition, and rising costs, Wayne County Community College (WCCC) developed a market strategy plan to more effectively position and publicize the college. The three main objectives of the plan were to identify WCCC's market segment, outline WCCC's role as an educational provider, determine any future changes in that role, and assess potential students' educational needs. The development of the strategy included analyses of external conditions (i.e., employment trends, competition from other institutions, and perceptions of WCCC), internal strengths and weaknesses, and responses from surveys of students, alumni, and potential students. Part I of the resulting plan consists of a situational analysis, examining the educational demand in the college's service region, WCCC's competition, and trends in the social, political, economic, and technological environment. Part II of the plan identifies external problems and opportunities and internal strengths and weaknesses. Finally, part III outlines the marketing strategy itself. Three strategies are described: a "credibility strategy," aimed at building WCCC's credibility level with the public; a "repositioning strategy," designed to find the most efficient means of allocating resources to meet the needs of both the local job market and the college; and a "demand strategy," intended to increase the overall demand for higher education services among untapped markets and to increase WCCC's share of the community college market. Numerous tables are included. (JMC)

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VOLUME I

A MARKET STRATEGY PLAN
FOR
WAYNE COUNTY COMMUNITY COLLEGE

Prepared by: Harvey Nussbaum, Ph.D. and Associates
November, 1985

JC 890413

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VOLUME I

MARKET STRATEGY PLAN

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A MARKET STRATEGY PLAN

FOR

WAYNE COUNTY COMMUNITY COLLEGE

INTRODUCTION

WCCC currently finds itself in a position familiar to other complex organizations. It finds itself in an environment characterized by:

1. economic uncertainty and change
2. declining population
3. eroding attitudes toward large institutions
4. heavy competition
5. rising costs
6. negative image created by media
7. new market segments with unmet demands
8. rapidly changing technological advances (i.e., hi-tech, robotics)
9. a precipitous declining market share

Coupled with these complex external environmental demands, the internal organization has experienced turbulence which is publicly visible and potentially destructive to its continuing performance.

Despite these problems, the organization is still faced with the issue of maintaining a delivery system appropriate to its mission: "to fully utilize its available resources through efficient management to maximize the achievement of the ... student."

Some organizations, faced with similar problems, ignored the environmental forces impacting on them and found themselves losing substantial revenues and market share; while others were unable to survive at all. For example, the railroad industry in the 1960s, the American automobile industry in the 1970s and some higher educational institutions in the 1980s.

By contrast, other organizations recognizing the need to respond to similar situations, applied sound, contemporary, strategic marketing/management principles and techniques and have subsequently flourished. For example, G.E., Procter and Gamble and Chrysler Corporation in the 1980s.

Wayne County Community College, as one of those insightful institutions, has wisely chosen to face and respond to its problems and follow the lead of this latter group. Therefore, the specific charge of this research team was to develop a Strategic Marketing Plan in order to more effectively position and market Wayne County Community College in light of the demographic, psychographic, economic and environmental forces operating in the Metropolitan Detroit community.

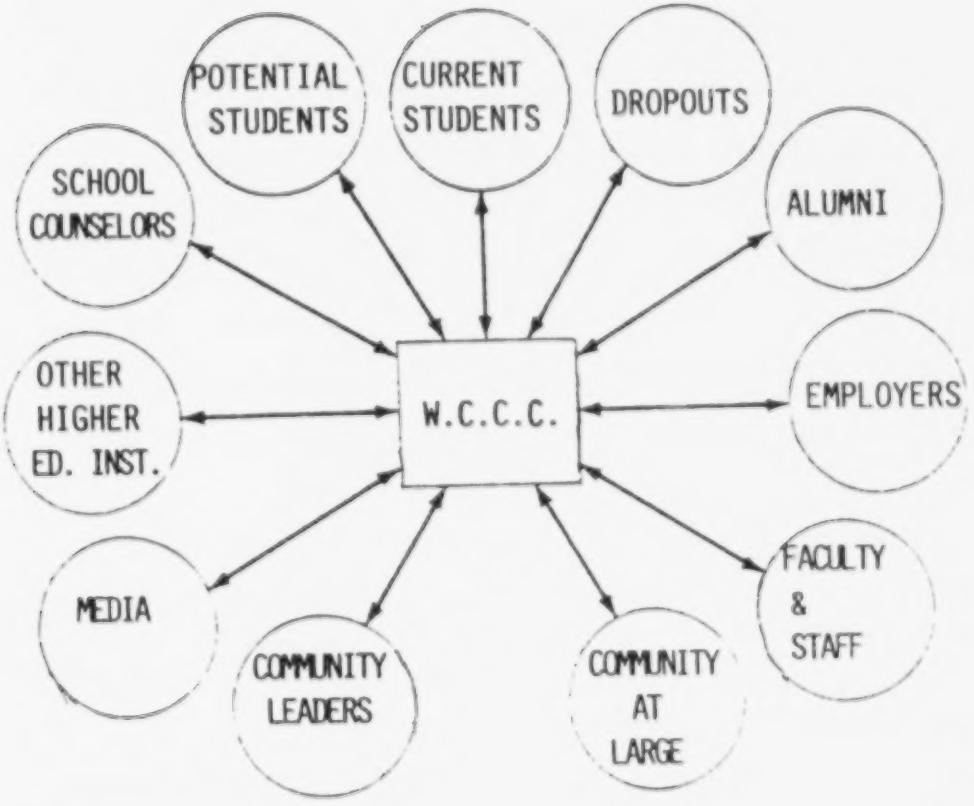
Within the context of this charge, three major objectives were formulated:

1. to identify WCCC's market segment within southeastern Michigan's educational system,
2. to outline WCCC's present role as an educational provider and project how that role will change in the future from a marketing perspective, and
3. to assess potential students' educational needs as dictated by the employment/educational market.

As a means of achieving these objectives, this research team conducted an extensive analysis of the current situation and relevant forces that impact upon WCCC and its publics (Figure A).

FIGURE A

SOME RELEVANT FORCES IMPACTING ON WAYNE COUNTY COMMUNITY COLLEGE



METHODOLOGY

The concept of Strategic Market Analysis is aimed at (1) positioning the organization so that it can achieve maximum performance, and (2) keep the organization responsive to change and capable of future growth and success.

The basis of applying Strategic Marketing Analysis to the solution of problems rests upon an assessment of the current external and internal environments and their interactions.

Therefore, the following methodologies were applied (Figure B).

External Assessment

1. An analysis of existing data from reports delivered by WCCC along with data accumulated by the MESC and the research team was conducted.
   Objective: To assess the employment trends and opportunities for community college students and graduates.
2. Data from competitive institutions were collected and analyzed.
   Objective: To develop a competitive program, price and location matrix to identify the current market position of WCCC relative to its competition.
3. A Delphi study using a panel of employment and personnel specialists and college placement personnel was conducted.
   Objective: To assess employment trends and opportunities.
4. A mail survey of high school counselors in the tri-country area.
   Objective: To assess perceptions of WCCC and its relative competition position.

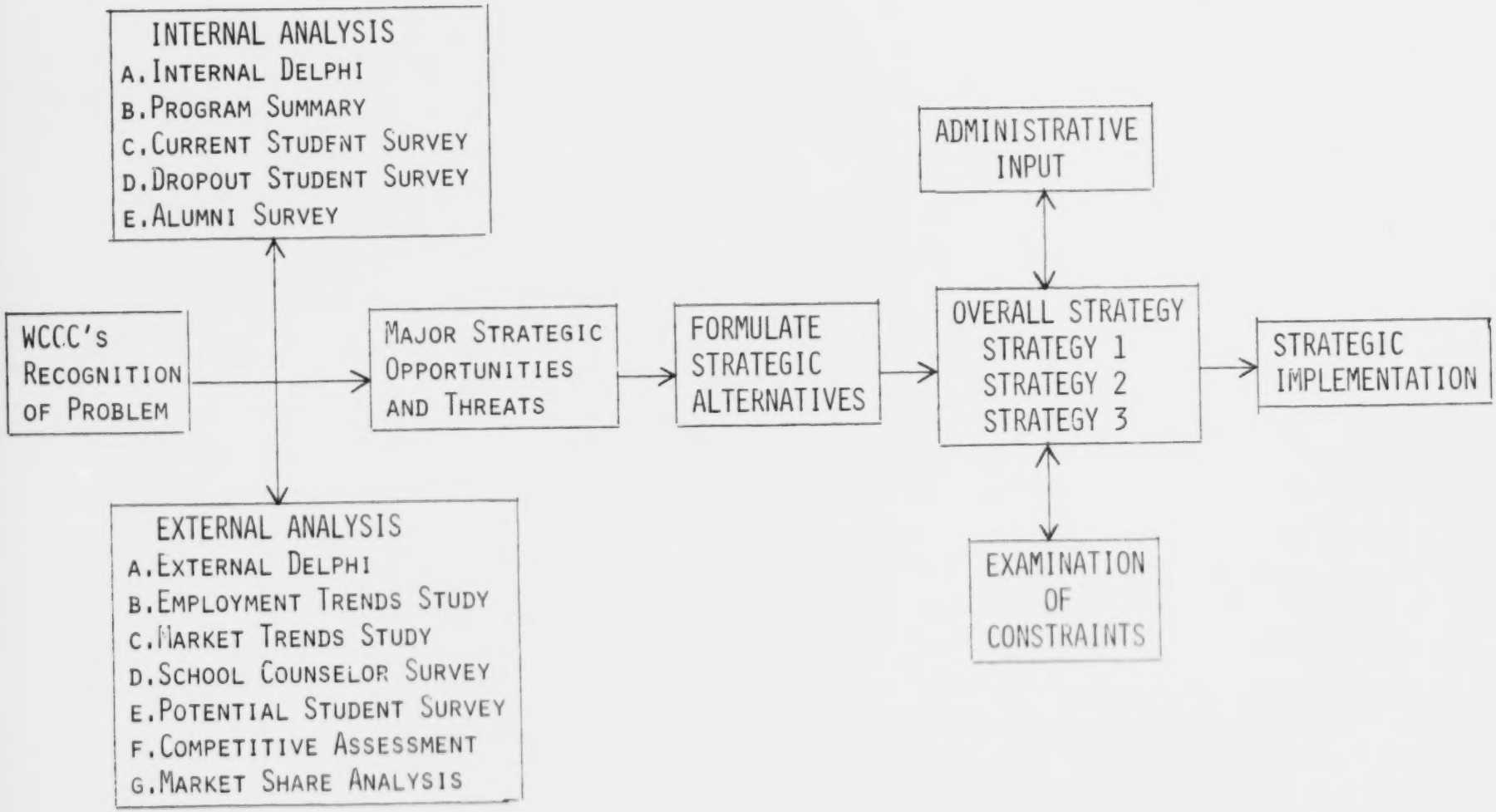


Figure B . Schematic Model of Market Strategy Plan Study

Internal Assessment

1. A modified Delphi study, using a panel consisting of WCCC's administrative, faculty and board personnel was conducted.

   Objective: To identify principal strengths and weaknesses of WCCC and to "trial balloon" potential strategic options/activities for WCCC.

Student Assessment:*

1. A mail survey of a random sample of currently enrolled WCCC students was conducted.

   Objective: To assess perceptions of programs and services of WCCC as well as an assessment of overall attitudes regarding the college.

2. A mail survey of randomly selected WCCC alumni of the last three (3) years was conducted.

   Objective: To assess satisfaction with programs, services and adequacy of career preparation of WCCC as well as current perceptions of the college.

3. A mail survey of randomly selected former students (not graduated) from WCCC was conducted.

   Objective: To assess satisfaction with WCCC programs and services.

4. A telephone survey of randomly selected persons who are high school graduates and reside in the area serviced by WCCC and who can be considered "potential students" of WCCC.

   Objective: To determine perceptions and awareness levels.

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*It should be noted that student populations serve both as a means of assessing internal and external factors.

MARKETING STRATEGY FORMAT PLAN

Given the following format, the following Market Strategy Plan format for WCCC was proposed:

I. Situational Analysis

A. Demand

1. Nature of Demand

2. Extent of Demand

B. Competition

C. Environmental Assessment

D. Skills of the College

E. Distribution Structure

F. Product

G. Price

II. Identification of Problems and Opportunities/Strengths and Weaknesses

III. Marketing Strategy

A. Formulation of Objectives

B. Marketing Mix Decisions

1. Product Strategy

2. Distribution Strategy

3. Pricing Strategy

4. Promotional Strategy

NOTE: This proposed format was slightly adjusted in its implementation in order to more accurately reflect the appropriate broad-based strategies the researchers developed for WCCC. The adjustment was made in Section III (Marketing Strategy), and incorporated the Marketing Mix Decisions within each of the new categories.

The remainder of this report will address itself to the development of the Marketing Plan using the format suggested above.

I. SITUATIONAL ANALYSIS

A. DEMAND

1. Nature of Demand.

Users in the WCCC market area currently go about choosing existing educational services through several means:

1. recommendations of family members, peers, counselors and teachers,
2. media information,
3. direct mail information,
4. on-site college visits,
5. college information programs and career fairs sponsored by high schools and other organizations,
6. personal familiarity with the college by virtue of geographical proximity to residence or place of employment.

The choice decision process follows the traditional marketing model. The process begins with a recognition of need, followed by a search of alternative means to satisfy those needs, an evaluation of those alternatives, choice, and, finally, a post-purchase evaluation (Figure C_1).

Recognition of need may be triggered by such factors as a lack of employment opportunities, an interest in career advancement, a change in family circumstances, a desire to satisfy social and personal ego needs, a desire to respond to peer pressure, and/or family tradition, the need to acquire a new skill, or a desire to create employment opportunities.

The degree of overt information-seeking by the target market may include such activities as: requesting catalogues and other informative materials, requesting on-site college visits and tours of the various campuses, responding to direct mail and other promotional materials, requesting information about WCCC and its programs, library research activities and

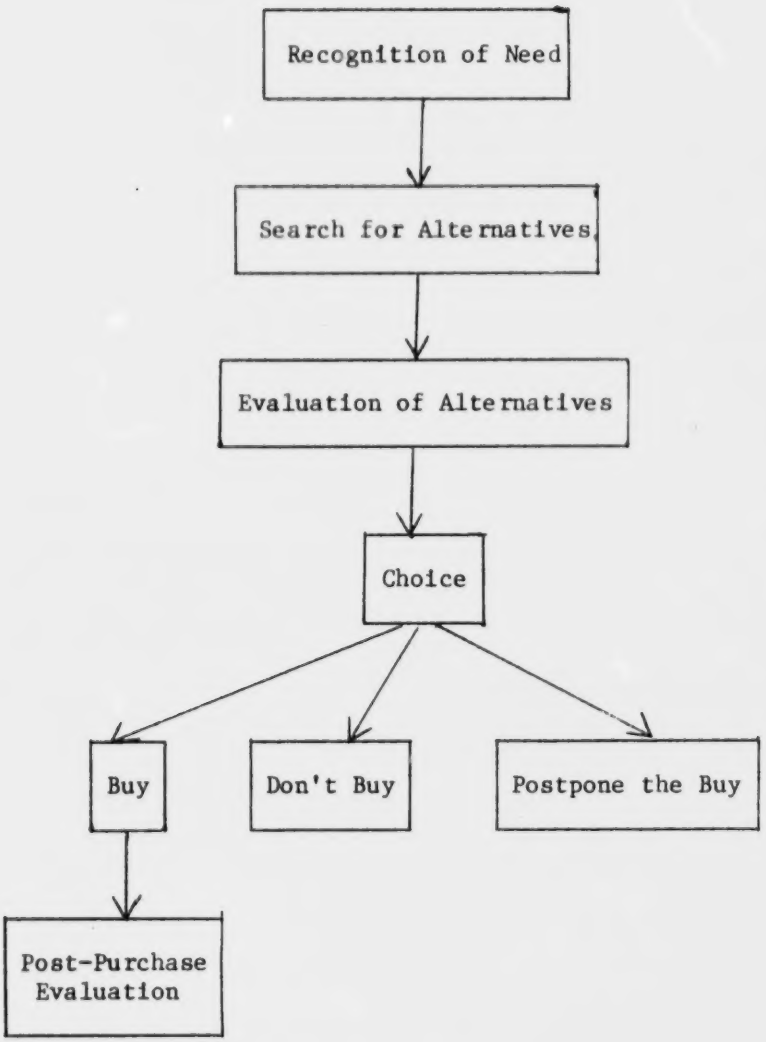

Figure C_1: Consumer Choice Decision Process

information seeking through casual conversations with peers, family members and reference group persons.

It is at this point (during the search procedure) that the market members begin to identify their manageable alternatives (evoked set) and narrow their focus to include only those institutions which may satisfy their needs. In this case, a hypothetical student, recognizing the need to seek a higher education, will begin to consider several alternatives: four-year institutions, two-year institutions, trade or technical schools, etc. In addition, specific institutions will be identified which most closely respond to their needs (i.e., financial, programmatic, geographic, social, etc.)

The evaluation of the remaining alternatives (i.e., a choice between a limited number of institutions) is heavily influenced by the most influential or pressing factors facing that individual. For example, in some cases availability of transportation may be the decisive factor. For others, limited educational funds or the need for child care facilities may be the key decisive factor. Still others may be influenced most heavily by attitudinal or perceptual factors including, racial bias or the need for a high level of social activity; others may be most strongly influenced by family, peers or reference group members.

The role of the media is particularly important in influencing the evaluation of alternatives, especially information which may be negative or slanderous.

The individual's particular combination of influencing factors may be wide or narrow. For example, if only one institution offers the program they

need, i.e., robotics, that institution will become the only choice among the evoked set. For other potential consumers, where their choice is narrowed to two or more institutions, they will typically weigh (albeit informal and non-statistical) their choices based on their perception of the importance of the various factors and their personal attitudes and values.

The choice itself is limited to three options: to attend a specific institution, not to attend that institution, or postpone attendance (see Figure C_2).

Once the choice of a particular institution has been reached, there is little influence that a marketing factor can have in affecting the final process of admission and entrance. Therefore, this plan will limit itself to only those steps preceding the choice decision.

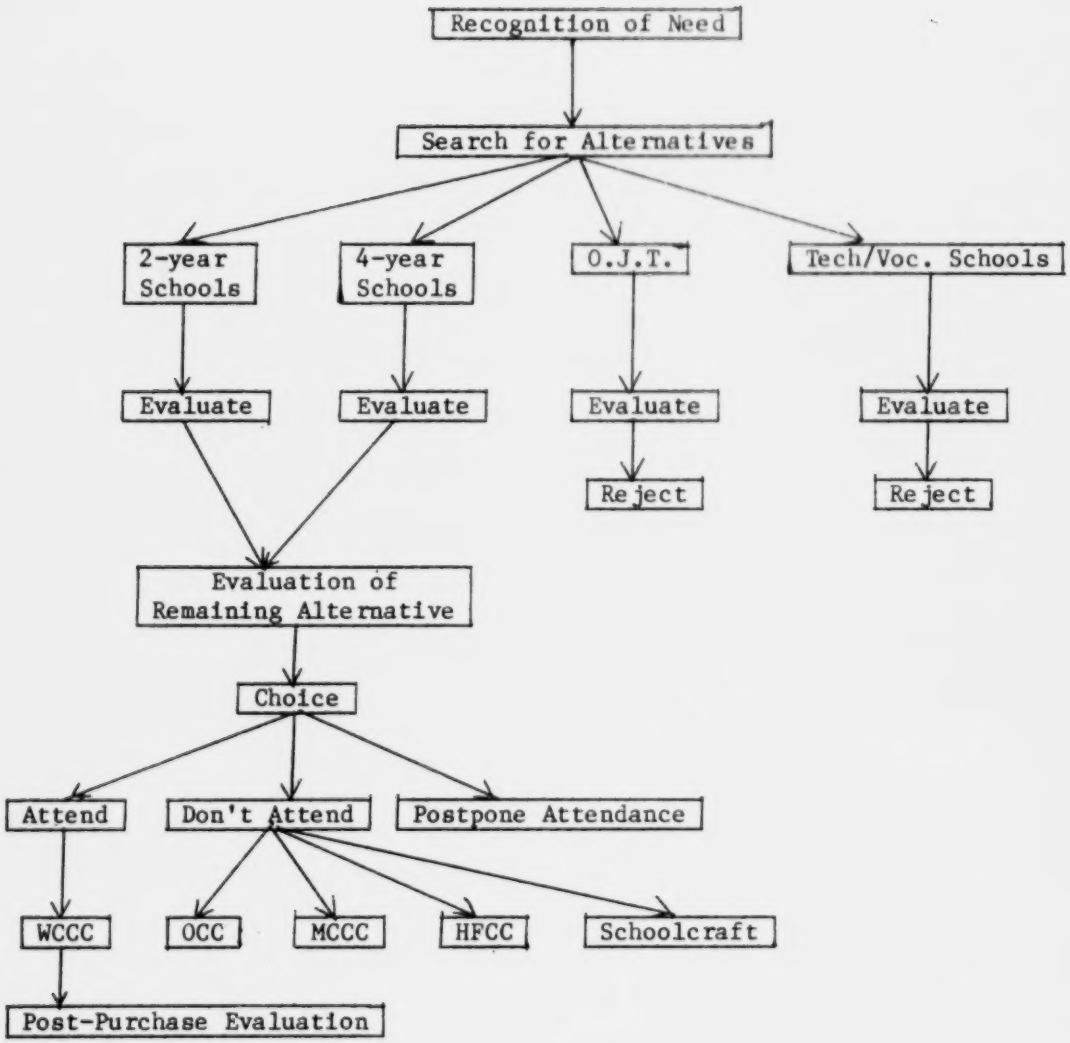

Figure C_2: Example of Consumer Choice Decision Process Leading to Selection of WCCC

2. Extent of Demand

The extent of demand, as projected by this research, will be limited to several market segments:

1. persons over 18 years of age.
2. persons residing in the tri-county Detroit area. [Note: Although Wayne County Community College's service district includes all of Wayne County (except Garden City, Livonia, Highland Park, Dearborn, Northville, Northville Township, Plymouth, Plymouth Township and a portion of Canton Township), these researchers feel that this service area severely limits WCCC's competitive opportunities and should be redefined to include all residents of the tri-county Detroit area.]

Therefore, the breakdown of total number of persons meeting these criteria is represented in Table 1.

TABLE 1
POPULATION OF PERSONS 18 YEARS OR OLDER BY COUNTY
1970-1980

County	Total 1970	Number 18 and Older	%	Total 1980	Number 18 or Older	%	Change 1980-1970	Percent Change
Wayne	2,670,368	1,738,410	65.1	2,337,291	1,651,834	70.67	-86,576	-5
Oakland	907,871	565,604	62.3	1,011,793	721,914	71.35	-16,510	-3
Macomb	625,309	370,183	59.2	694,600	487,123	70.13	116,940	+3.1
TOTAL	4,203,548	2,674,197	64.33	4,043,784	2,860,871	70.75	156,674	+5.7

Source: Michigan Statistical Abstract, 1984 Edition, Bureau of Business Research, Wayne State University.

In terms of the extent of demand from more traditional student populations (i.e., high school students), WCCC currently draws from 90 (ninety) high schools both public and private within its existing service district. It should be recognized that if the size of the target market is expanded, the total number of potential schools will correspondingly expand.

B. COMPETITION

The competition for WCCC includes:

1. Other local two-year and community colleges in the Detroit tri-county area which includes: Oakland Community College, Macomb County Community College, Henry Ford Community College and Schoolcraft College.
2. Local trade and technical schools which includes: Detroit College of Business as well as proprietary, specialized schools, such as beauty, cosmetology and electronics schools.
3. Local four-year institutions which compete for associate-degree bound students and for students seeking trade or technical higher education. These include: Wayne State University, the University of Detroit, Madonna College, Mercy College of Detroit, Marygrove College, and Lawrence Institution of Technology.
4. Local community and continuing education programs provided by area school districts and colleges, such as culinary arts, health and fitness, computer programming, etc.
5. Private organizations offering training in specialized programs, such as Control Data Institute, Specs Howard School of Broadcasting, etc.

Although all these institutions are recognized as competitors of WCCC, not all of them are directly competing institutions. Consequently, several can be

considered as more direct competitors of WCCC. These include Oakland Community College, Macomb County Community College, Henry Ford Community College, Detroit College of Business, Schoolcraft College, Madonna College, and Lawrence Institute of Technology..

These directly competing institutions were identified by reason of their similarity to WCCC in geographic proximity to the market, program offerings, tuition rates, and ability to attract students who fit the "nature of demand" model describe in that section in this report. In addition, most of these competitors specialize in programs leading to the associate degree or certificate programs. Table 2 presents a program matrix comparing the current WCCC program offerings with those of these directly competing schools.

An analysis of this matrix indicates that with regard to the number of program offerings, WCCC's competitive position is very favorable. Despite this factor, however, the external Delphi study prepared for this report indicates that the validity/need for many of these programs may be questionable with respect to the employment market. Further, training in some high demand occupational areas seems to be absent. The strengths and weaknesses and strategy sections of this report will address this issue and make specific recommendations for redesigning the program mix. In addition, Tables 3 and 4 indicate comparisons by number of campuses and tuition rates.

With regard to WCCC's competitive tuition position, it appears that WCCC compares very favorably with other directly competing institutions. In fact, after Oakland Community College, it has the lowest tuition of any of the schools. In a survey developed for this study, 23% of current students claimed the low tuition rate was a major factor influencing their attendance at WCCC. (Source: HNA Student Surveys, 1985.)

TABLE 2
A PROGRAM COMPARISON MATRIX OF DETROIT AREA COLLEGES
OFFERING ASSOCIATE DEGREE AND
CERTIFICATE PROGRAMS

	WCCC	OCC	MCCC	HFCC	DCofB	SCHOOL-CRAFT	MADONNA	LAWRENCE TECH
ACCOUNTING	X*	X*	X*	X	X*	X*		
ALTERNATIVE ENERGY		X*	X*					
APPLIED FOUNDRY SCIENCE						*		
AUDIO VISUAL TECH.	X	X*						
AUTO DEALERSHIP MGMT.						X		
AUTOBODY DESIGN			X*					
AUTOBODY REPAIR	X*	X*						
AUTOMOTIVE SERVICE	X*	X*		*		X*		
AUTOMOTIVE TECH.		X*		X				
ARCHITECTURAL ENG.		X*		X		X		
AVIATION FLIGHT TECH.		X*	X*					
AVIATION MECHANICS	X*	X	X*					
BANKING & FINANCE	X		X*					
BIOMEDICAL EQUIP. TECH.						X		
BUILDING OPER. MGMT.	X*							
BUSINESS ADMINISTRATION	X		X*					
CAD/CAM	X							
CERAMICS & SCULPTURE	X	X*						
CHILD CARE	X*	X*	X*			X	X*	
CIVIL TECHNOLOGY	*	*	X*			X		
CHEMICAL TECHNOLOGY								X
CLIMATE CONTROL SYSTEMS		X*	X*			X		
COASTAL ENVIR. STUDIES	X*							
COMMERCIAL VEHICLE MAINT.	X							
COMMERCIAL ART	X			X			X	
COMMUNICATION ARTS TECH.		X*		X		X	X	
COMPUTER DATA PROCESSING	X	X*	X*		X	X*		
COMPUTER SYSTEMS ANALY.		X*		X				
COMPUTER TECH.	X	X*					X	
COMMUNCATIONS ARTS						X*		
COMPUTER SCIENCE							X	
CONSTRUCTION ENGRING.								X
COSMETOLOGY		X*	X*			X		
COURT & CONF. REPORTING	X	X*				X		
CRAFTS				X				
CRIME LAB. TECH.			X					
CRIMINAL JUSTICE	X	X*				X	X*	
CORRECTIONS	X	X*		X*				
LAW ENF. ADMIN.	X	X*	X*	X				
SECURITY		X*	X*	X*		X*	X*	
CULINARY ARTS	X*	X*				X*		
DATA MGMT.					X			

X - indicates associate degree
* - indicates certificate program

Program Comparison Matrix (Continued)

PROGRAMS	WCCC	OCC	MCCC	HFCC	DCofB	SCHOOL-CRAFT	MADONNA	LAWRENCE TECH
DATA ENTRY					X			
DATA PROCESSING								X
DENTAL ASSISTING	*	X*	X*					
DENTAL HYGIENE	X	X*						
DENTAL LAB. TECH.	X							
DESIGN & PRINTMAKING	X							
DIAGNOSTIC MED. SONOGRAPHY		X*						
DIESEL ENGINE MECH.	X*							
DIESEL TECH.		*						
DIETETIC ASSISTING	*							
DIETETIC TECH.	X	X*						
DRAFTING & COMP. GRAPHICS			X					
DRAFTING DESIGN TECH.	X*	X*	X*			*		
DRAWING & PAINTING	X			X				
ELECTRICAL POWER TECH.	X	X*						
ELECTRON. COMP. MICROPROC.		X*						
ELECTRONIC SERVICE TECH.			X					
ELECTRONICS TECH.	X*	X*	X*	X*		X*	*	X
EMERGENCY MED. TECH.		X*	X*				X*	
ENGLISH							X*	
ENGLISH-JOURNALISM							X*	
ENGLISH-SPEECH							X*	
EXERCISE LEADERSHIP	*	X*						
FINE ARTS	X	X					X	
FIRE SCIENCE			X	X			X*	
FIRST AID (ADVANCED)		*						
FLORAL DESIGN MGMT.			X					
FLUID POWER TECH.		*	X					
FOODS & NUTRITION							X	
FOOD SERVICE MGMT.		X*	X*					
GENERAL MGMT.	X	X*	X*	X	X	X	X	
GENERAL OFFICE CLERICAL	X				X			
GERONTOLOGY	X	X*	X*				X*	
GRAPHICS & COMM. ART.		X*	X*					
HEALTH CARE ADMIN.		X*						
HEATING						*		
HEATING/VENT/AIR COND.	X			*				
HOSPITAL PHARMACY TECH.		X*						
HOTEL-MOTEL MGMT.		X*		X				
IND. DESIGN/MODELING TECH.		X*						
INDUST. MATERIALS TECH.				X				
INDUST. SECURITY		X*			X			
INDUST. SUPER/MGMT.		X*	X*	X				
INDUSTRIAL TECH.		X*		X				X
INSURANCE TECH.		X*						

X - indicates associate degree
* - indicates certificate program

Program Comparison Matrix (Continued)

PROGRAMS	WCCC	OCC	MCCC	HFCC	DCofB	SCHOOL-CRAFT	MADONNA	LAWRENCE TECH
INTERIOR DESIGN	X							
JOURNALISM-PUBLIC REL.							X*	
LABOR STUDIES	X*		X*					
LANDSCAPE TECH.		X*						
LIBRARY TECH. ASST.		X*						
LEGAL ASST.			X	X			*	
MACHINE TOOL TECH.	X*	X*	X*					
MANUF. & PROD. PLANNING						X		
MANUF. ENGINEERING TECH.				X*				
MARKETING			X			X		
MATERIALS HANDLING			X					
MATERIALS MGT.			X					
MATHEMATICS							X	
MECHANICAL ENGR. TECH.								X
MECHANICAL DESIGN PROD.		X*						
MEDICAL ASSISTING		X*	X					
MEDICAL LAB. TECH.	X	X*				X		
MEDICAL REC. TECH/TRANS.		X*		*		X		
MENTAL HEALTH	X*	X*	X*					
MENTAL RETARDATION CARE			X					
METALS MACHINING TECH.			X					
METALLURIGAL TECH.	X		X*			X*		
METROLOGY & CALIBRATION			X					
MID-MGMT/MARKETING	X							
MUSIC				X				
MUSIC PERFORMANCE			X					
MUSLIM WORLD STUDIES	X							
NATURAL SCIENCE							X	
NUCLEAR MEDICINE TECH.		X*						
NUMERICAL CONTROL	X		X					
NURSING	X	X*	X*			X		
PRACTICAL NURSING		X*				*		
OCCUPATIONAL HEALTH/SAFETY				X	X		X*	
OCCUPATIONAL THERAPY	X	X				X		
OFFICE ASST.		X						
OPERATING ROOM TECH.							X	
OPTOMETRIC TECH.			X					
PETROLEUM TECH.						X		
PHOTOGRAPHY		X*						
PHYSICAL THERAPIST ASST.			X					
PIANO TEACHER						*		
PRE-ENGINEERING	X	X	X*					
PRE-INTERNAT. COMMERCE		X						
PROPERTY MGMT.		X*			X			

X - indicates associate degree
* - indicates certificate program

Program Comparison Matrix (Continued)

PROGRAMS	WCCC	OCC	MCCC	HFCC	DCofB	SCHOOL-CRAFT	MADONNA	LAWRENCE TECH
PUBLIC ADMIN.							X	
PUBLICATION/PROD. TECH.		X*	X*					
PURCHASING			X					
QUALITY ASSURANCE TECH.		X*		X*				
RECORDS MGMT.					X			
REFRIGERATION				*		*		
RELATED TRADES				X*				
RELIGIOUS STUDIES							X*	
RESIDENTIAL PLANNING/DRAW.						*		
RESPIRATORY THERAPY		X*	X*					
RETAIL FASHION/BUYING		X*						
RETAIL MGMT.		X*	X*	X				
RETAIL SECURITY		X*						
ROBOTICS SYSTEMS TECH.		X	X*					
SAFETY MGMT.					X			
SIGN LANGUAGE STUDIES							X*	
SECRETARIAL PROGRAM	X	X*	X*		X*	X		
ADMINISTRATIVE	X	X	X*		X			
CLERK TYPIST					*	*		
ENGINEERING					X			
LEGAL	X	X*	X*		X	X	X	
MEDICAL	X	X*	X*		X	X		
STENOGRAPHIC	X							
SMALL BUSINESS MGMT.	*					X		
SMALL ENGINE REPAIR	*							
SOCIAL SCIENCE							X	
SOCIOLOGY							X	
SPECIAL EDUCATION						X		
SUBSTANCE ABUSE	*							
TELECOMM. TECH.	X	X*						
TOOL FIXTURE & DIE DESIGN			X			X		
TRANS. & TRAFFIC MGMT.			X	X				
TRAVEL & TOURISM					X			
VETERINARY TECH.	X		X*					
WELDING TECH.	*	X*	X			X*		
WORD PROCESSING		X*	X*	X	X*	X*		
TOTAL NUMBER OF PROGRAMS**	62	78	64	30	19	42	29	7

X - indicates associate degree
* - indicates certificate program
** - combined number of associate and certificate degree programs.

NOTE: The programs listed were derived from catalogues up to date 1983. Additional programs may have been added since that time.

In addition, 50% of Detroit area high school counselors surveyed for this study rated WCCC as giving good educational value for the money. (Source: HNA Counselor Survey, 1985.) Table 4 compares WCCC tuition rates for the various schools directly competing with WCCC.

When compared with the directly competing institutions, the number of WCCC campus locations exceeds those of all competitors. In terms of geographical area coverage, WCCC's position is, again, favorable. Table 3 compares the number of campuses and locations with directly competing schools.

Admittedly, some WCCC campus locations cannot directly service residents of southern Macomb and Oakland counties, both of which appear to be better served by MCCC and OCC. In some cases (i.e., OCC's Southfield campus, Schoolcraft's two Livonia locations and Madonna College's campus), they compete directly with WCCC's service district. The issue of course distribution within the existing WCCC campus system, incidentally, has appeared in survey data accumulated for this study. Some students indicated dissatisfaction with regard to offering of certain programs/courses at some locations (i.e., nursing).

In addition, this situation is compounded by the fact that many students reported dissatisfaction with the need to travel from campus to campus in order to complete a program. The fact that, for many students, availability of transportation seems to be a problem, further contributes to problems of "fit" between the distribution mix and the product mix.

The strategy section of this report will suggest specific recommendations for improving the distribution structure.

WCCC currently enjoys 6.975% of the total market share and 13.15% of the two-year college share of the market. Tables 5 and 6 and Figure D represents these data. Note also that WCCC's overall share of the community college market has been steadily declining (possibly at an increasing rate) since 1980, while competitive institutions have enjoyed relatively stable enrollments.

Table 3

Comparison of Campus Locations of WCCC with Competing Institutions

School	Number of Campuses	Location
WCCC	5	Downtown (Detroit) Northwest (Detroit) Downriver (Taylor) Eastern (Detroit) Western (Belleville)
MCCC	3	Center (Mt. Clemens) South (Warren) Fraser (Fraser)
OCC	5	Auburn Hills Highland Lakes Orchard Ridge (Farmington) Royal Oak Southfield
HFCC	3	Main (Dearborn) Dearborn Heights Miller-Searle (Dearborn)
Schoolcraft	2	Main (Livonia) Garden City Center
DCofB	2	Main (Dearborn) Madison Heights

Table 4

Tuition Comparisons of Directly Competing Colleges (by Credit Hour)

	Resident		Non-Resident
WCCC	$28		$42
OCC	$26	(Oakland County)	$41
MCCC	$32.50	(Macomb)	$50
HFCC	$32	(Dearborn	$44
DC of Business	$75		$75
Schoolcraft	$11		$22
Madonna	$83		$83
Lawrence Tech	$68		$68

*Tuition rates reported as of Fall, 1985.
Source: HNA Data Analysis, 1985.

Table 5

Metro Area Total College Market Share Analysis
Fall Enrollment
1980-1984

	1980	1981	1982	1983	1984	Change (1984-83)	Percent Change
WCCC	18386	20325	19475	17003	12408	-4595	-27.02
Total	186414	184989	185016	187283	177896	-9387	- 5.01
*WCCC's % of Total	9.86%	10.98%	10.53%	9.08%	6.975%	-2.105%	

*Total Market Share

Note: Schools included are: Eastern Michigan, Oakland University, U of M Dearborn, Wayne State, Henry Ford C.C., Highland Park C.C., Macomb County C.C., Oakland County C.C., Schoolcraft C.C., WCCC, Center for Creative Arts, Cleary College, Madonna College, Marygrove College, Mercy College, Sienna Heights College, and the University of Detroit.

Source: Michigan Department of Education Higher Education Services Report, Trends in Fall Headcount Enrollment, 1985.

Table 6

Metro Area Two-Year Institutions Market Share Analysis
Fall Enrollment 1980-1984

	1980	1981	1982	1983	1984	Change (1984-83)	Percent Change
Henry Ford C.C.	16,231	15,946	16,403	16,555	14,338	-2,217	-13.39
% of Total**	16.40	15.84	15.96	16.03	15.19		
Highland Park C.C.	2,654	2,706	2,625	2,623	2,416	- 207	- 7.89
% of Total**	2.68	2.69	2.55	2.54	2.56		
Macomb C.C.	30,094	29,141	30,410	31,152	30,100	-1,052	- 3.38
% of Total**	30.40	28.95	29.59	30.16	31.89		
Oakland C.C.	23,554	24,000	25,359	26,939	26,605	- 334	- 1.24
% of Total**	23.79	23.85	24.67	26.08	28.19		
Schoolcraft C.C.	8,077	8,527	8,509	9,012	8,512	- 500	- 5.55
% of Total**	8.16	8.47	8.28	8.73	9.02		
W.C.C.C.	18,236	20,325	19,475	17,003	12,408	-4,595	-27.02
% of Total**	18.57	20.19	18.95	16.46	13.15		
TOTAL ENROLLMENT	98,996	100,645	102,781	103,284	94,379	-8,905	- 8.62

**Community College Market Share.

Source: Michigan Department of Education Higher Education Services Report, Trends in Fall Headcount Enrollment, 1985.

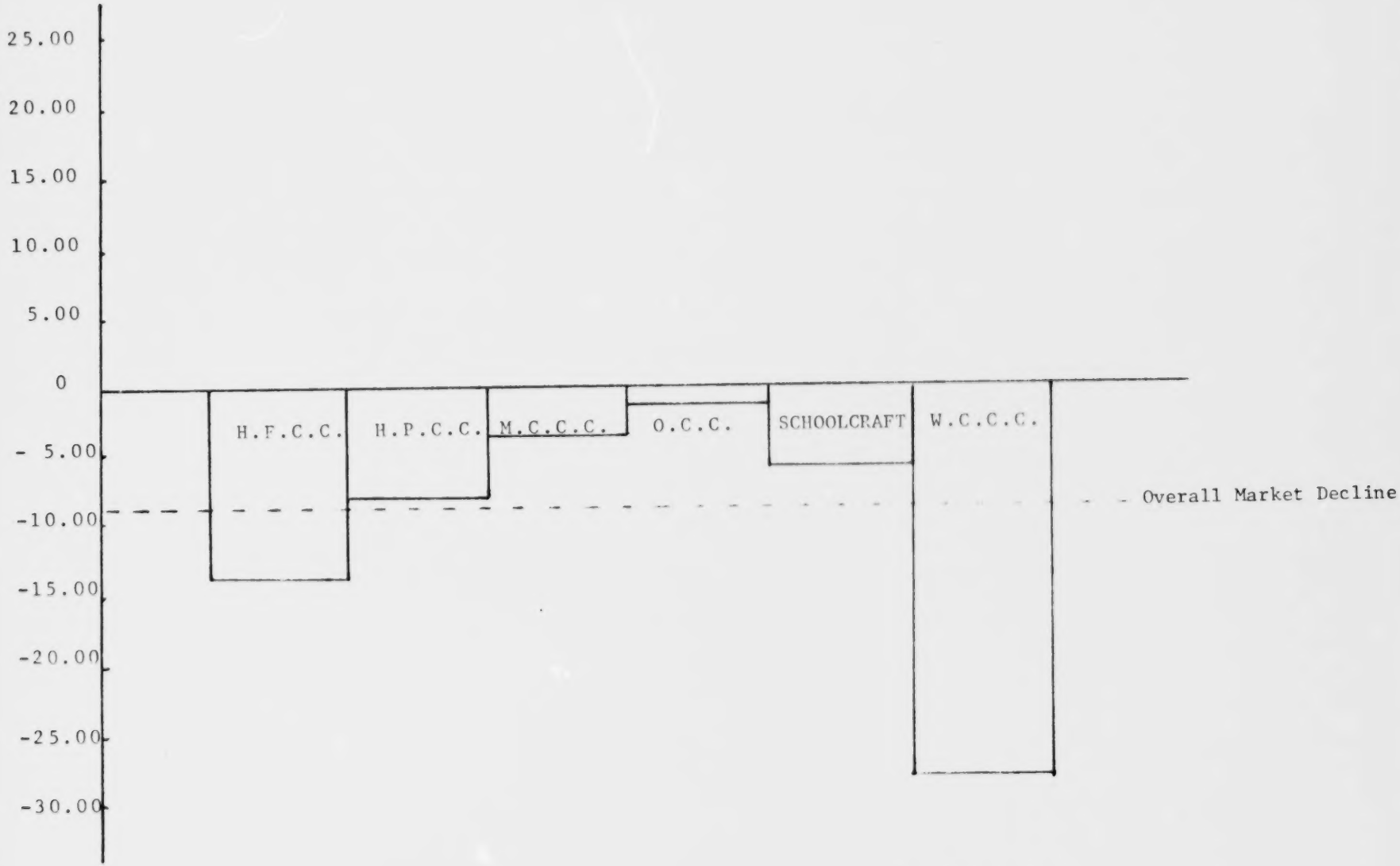

Figure D. Comparison of Fall Enrollment Declines 1984-1983

Source: HNA, Statistical Analysis of State of Michigan Data

C. ENVIRONMENTAL ASSESSMENT

The general environmental climate is typically evaluated through an analysis of trends in the social, political, economic and technological areas. On the macro level, such studies as Naisbitt's Megatrends are useful in summarizing the overall projected environment.

Naisbitt's study suggested the following ten major trends:

1. The economy in the United States has shifted from being industrial-based to one that is information-based: Only 13 percent of the work force is engaged in manufacturing, while 60 percent produces or processes information.
2. The public will reject high-technology innovations if they lack a high-touch reaction. People still need the "human touch" in their lives.
3. We are part of the world and thus need to move away from isolation and national self-sufficiency. We may no longer be the world's dominant economic force.
4. Executives of large companies are beginning to think about long-term results rather than "next quarter."
5. We are becoming a decentralized society and growing rapidly from the bottom up. Power has shifted out of the federal government and into individual states, cities, and neighborhoods.
6. We have become more self-reliant and are moving away from our dependence on institutions.
7. Individuals want to be involved in decisions made in the marketplace, in business, and in government which affect their lives.

8. The traditional heirarchy of the organizational chart is being shattered by networks of information and exchange and support. These networks are replacing the structured environment.
9. Heavy population in the United States is shifting from the North to the Southwest and Florida. This trend has created three "megastates": California, Florida, and Texas.
10. Today's world offers infinite choices. We no longer have to choose between black and white--multishades of gray are now available.

Source: Adapted from John Naisbitt, Megatrends: Ten New Directions Transforming our Lives (New York: Warner Books, 1982).

In the 1970s, social theorists (i.e., Bell, Kahn and others) heralded the arrival of the Post-Industrial Society characterized by a shift in the occupational base from a manufacturing goods environment to a service environment. Since the mid 1970s, the U.S. employment market in service and information industries has surpassed the industrial industries.

Many educational institutions have not reoriented their thinking and programs regarding this significant factor and, consequently, a program gap exists in many of those high demand programs, while some other (obsolete) programs continue to be offered.

On a more micro (i.e., state) level, Spinelli's 1981 study, which projected the market environment for higher education in the State of Michigan through the end of the century, indicated some of the following local trends were emerging:

1. Widespread use of cable TV with dedicated educational channels.

2. Rising cost of private education will force many of these schools to close.
3. Alternate forms of higher education because of shift from production to service orientation.
4. Institutions will experience great competition from non-academic sources (ex., corporate training).
5. Politicians will interfere with university administration. More favorable treatment for some schools (ex., large cities).
6. Bad economic times will drive people to community colleges who will flourish at the expense of four-year schools.
7. Institutions will find it difficult to attract and retain faculty, especially in hard sciences.
8. Shifting population to sunbelt will affect number and "mix" of Michigan students.
9. Need for new "literacy"--higher education will provide it.
10. Expansion and consolidation of educational labor unions.
11. Michigan projects unfavorable image--generally uninviting place to live.
12. Reduction in state taxes successful. Less support for public higher education.

Source: Forecasting the Long-Range Market Environment for Higher Education in the State of Michigan: A Delphi Application. Teri Spinelli (Doctoral Dissertation, Wayne State University), 1981.

Regarding the immediate WCCC area environment, several important environmental forces are apparent:

1. The heightened expansion of computer and M.I.S. industry, such as the recent acquisition of E.D.S. by G.M., and the subsequent increase in employment opportunities.
2. The influx and expansion of large, high-volume, popular price and off-ticket pricing retail chains such a Meijers, K-Mart, Marshalls, T. J. Maxx, etc.
3. The maturation of the robotics industry, tied to both manufacturing and service industries, as evidenced by the joint venture of G.M. and Fantac (G.M.F. Robotics).
4. The I-275 corridor expansion which is attracting a significant number of employers (i.e., Republic Airlines, high-tech parks, R&D venture firms) creating future employment opportunities.
5. The increasing social, cultural and recreational sophistication in the Detroit Metro area (i.e., Grand Prix racing, Montreaux Detroit Jazz Festivals, opera, dance, etc.) creating an increasing demand for specialists in related service occupations (i.e., chefs, hotel-motel personnel, etc.)
6. The quality-control revolution, characterized by the automobile industry's adoption of C. E. Deming's process quality methods, appears to be expanding beyond the automobile plants to include suppliers and kindred industries.
7. The continuing influx of foreign competitors into the Detroit/Michigan area (i.e., Volkswagen of America, Mazda Corporation, Thyssen Steel, Bosch, etc.) are creating an increase in occupational opportunities.

8. The redirection of health-care services (i.e., HMOs, outpatient/walk-in clinics) have resulted in the formation of new forms of service delivery and have created an increasing demand for health service professionals and technologists in specialized fields (such as laser, mammography, ultasonic and magnetic resonance technicians).
9. The continued interest in personal health, fitness and nutrition creates an increasing demand for related services and personnel.

Employment Demand Trends

The modified, external Delphi study conducted for this project identified specific occupational demand trends in the Detroit metropolitan area.

As a means of assessing the external employment market for WCCC, the Delphi survey was conducted using a panel of Detroit-area employment and vocational experts. (Table 7 provides a panel description.) Panelists were recruited from a list of nominees chosen by the consultants. After initial telephone contact and agreement by panelists, the first round, open-ended questionnaire was sent to each of the respondents (see Appendix A.)

Following completion of the first round, a list of occupations was generated from the initial responses and sent back once again to the entire panel. Table 8 reports the median values of the final round respondents' evaluations of the likelihood that the particular occupation would experience increased demand in the Detroit market*. This stage of the external Delphi asked participants to rank the extent to which they felt that demand for various occupations was increasing. For each occupation, the participant's extent of agreement was ranked on a scale of one to five. An answer of one

*In addition, State of Michigan Projected Demand is reported.

signified that the participant strongly disagreed, while a five indicated that the participant strongly agreed. The surveys were tabulated and median values assigned to each occupation. The specific strategies for exploiting these trends are explored in the strategy section of this report.

Table 7

LIST OF POSITIONS OF EXTERNAL DELPHI PANELISTS*

1. Director, Hospital Administrative Services.
2. Placement Director, Private University
3. Industrial Relations Analysts, Automobile Production Division
4. Recruitment Manager, National Retail Chain
5. Placement Director, Technical College
6. Employment Manager, Consumer Service Agency
7. Staff Personnel Planning Manager, Corporate, Automotive Company
8. Personnel Representative, Wayne County Government Agency.
9. Personnel Officer, Detroit City Agency
10. Private Consultant, Vocational Expert
11. Director of Education, Construction Trades Association.
12. Personnel Supervisor, Public Utility
13. Business Education Supervisor, Detroit Public Schools
14. Community College, Business Education Administrator
15. Business Education Supervisor, Public School System
16. Private Consultant, Office Systems

*Panelists completing round 1 questionnaires.

Source: HNA External Delphi Study, 1985

TABLE 8
Final Round Delphi Estimates[2] and Projected
State of Michigan Occupational Demand

DELPHI ESTIMATE	STATE IF MICHIGAN Occupational Employment Projections[1] 1980	1990	% Change
Median (5.0)			
Word processor operators*	--	--	--
CAD/CAM (computer-aided design)*	--	--	--
Median (4.5)			
Secretary	94,300	114,150	21.1
Robotics technician*	--	--	--
Retail sales	119,200	129,800	8.9
Hospitality, tourism	1,700	1,950	15.3
Medical technology	35,600	43,900	23.2
Elec. technician	22,450	25,750	24.7
Medical equipment repair*	--	--	--
Secretary/administrative assistant*	--	--	--
Telecommunications occupations*	--	--	--
Gerentology occupations*	--	--	--
General business	307,950	332,100	7.8
Computer graphics*	--	--	--
Para-legal	600	1,450	149.5
Micro-computer repair*	--	--	--
Production supervision*	--	--	--
Quality control technician*	--	--	--
Construction building tradesperson*	--	--	--
Office equipment repair*	--	--	--
Median (3.5)			
Auto service occupations	29,550	33,250	12.5
Medical records technician	550	750	32.9
Median (3.0)			
Baker	2,500	2,400	-3.8
Bookkeeper	47,950	52,400	9.3
Lic/prac nurse	25,050	31,300	25.0
Bank teller	21,350	24,700	15.6
Heating/air conditioning	3,900	4,600	17.6
Engineering technologist*	--	--	--
Journalism/newspaper	2,550	2,900	13.1
Graphic arts, entry level	4,100	4,450	9.3
Printing trade, entry level	4,950	5,100	2.5
Social service workers	12,700	13,700	8.0
X-ray technician	2,500	3,250	29.9
General clerical	80,600	87,500	8.5
Welding	36,800	38,650	5.0
Mental health aid	3,000	3,550	17.8

*No projections in State of Michigan Study.
Note: The higher the median value, the higher the panelists' judgment of increased demand.

[1]Source: State of Michigan Employment Occupation Projections, 1980-1990.

[2]Source: HNA External Delphi Study, 1985.

II. PROBLEMS AND OPPORTUNITIES (EXTERNAL)

Opportunities

1. The general upswing in the economy.
2. New technologies increase the demand for training/education in new high-demand areas.
3. An increase in the number of firms locating within the WCCC service district (i.e., Republic Airlines, Mazda, G.M.F. Robotics, hotels, etc.)
4. A renewed sense of optimism on the part of the State leadership and the general community in the Detroit area, as evidenced by the increased willingness of the public to participate in social/cultural activities and the long-range commitment of community leaders to support new ventures (i.e., Riverfront Development, Millender Center, etc.).
5. An alteration in the industry "mix" of Detroit towards a greater diversification away from automobile industry-dependent economy (i.e., E.D.S.).
6. A large untapped potential market for training and retraining.
7. Steady increase in disposable income, coupled with the recent decline in inflation, allows the market more discretionary purchases.
8. Recent displacement of certain workers opens the way for retraining opportunities.
9. The location of WCCC in the center of the largest urban area of the State of Michigan affords it a large market base from which to draw.

Problems

1. Adverse publicity regarding administrative activities.
2. Public concern regarding WCCC faculty credentials and accreditation.
3. Aggressive movement by other institutions into the WCCC service district.
4. Low unemployment rates which, traditionally, negatively impact on enrollment.
5. Training by non-educational institutions (i.e., industrial).
6. WCCC is a relatively new institution with a lower than desirable level of awareness and familiarity by many constituents, despite a high level of awareness (i.e., they know that WCCC exists, but are not familiar with it or its programs.) Refer to Strengths and Weaknesses section later in this report for more details.
7. Current overall declining demand (enrollments) in higher education, particularly for community college. (See Tables 5 and 6.)
8. WCCC's presence in the Metropolitan Detroit area unfortunately suffers from an association with the City of Detroit which does not enjoy a favorable image.

STRENGTHS AND WEAKNESSES (INTERNAL)

Strengths

1. New, enthusiastic WCCC top administration.
2. The recognition, willingness, and cooperation of WCCC personnel to analyze its current situation and investigate alternative marketing strategies.

3. An overall positive perception about WCCC by its current students and alumni which may positively influence future/potential students as well as the image of the college.
4. Large, well-maintained campus system.
5. Current students, alumni and drop-outs indicated a high degree of satisfaction with courses/education at WCCC.

Student/Alumni/Drop-out Satisfaction with Courses at WCCC

Student Status	Percentage
Current Students	80
Alumni	90
Drop-outs	76

Source: HNA Student Surveys, 1985.

6. When compared with other directly competing institutions, WCCC enjoys the highest level of awareness on the part of potential students.

Potential Students' Awareness of Community Colleges in Detroit Area

College	Awareness (%)
WCCC	18
HFCC	14
OCC	12
Schoolcraft	5

Source: HNA Potential Student Survey, 1985.

7. When compared with other directly competing instutitons, WCCC is one of the top two community colleges recommended and mentioned first when students were asked which college came to mind first.

Potential Students' Community College Recommendations

College	% Recommending
WCCC	12
HFCC	13
OCC	9
Schoolcraft	5

Source: HNA Student Surveys, 1985.

8. WCCC enjoys a high rate of recommendation from its current, alumni, and drop-out student populations.

Recommendation Rates for WCCC

Current Students	80%
Alumni Students	77%
Dropouts	62%

Source: HNA Student Surveys, 1985.

9. The level of attendance for relatives of current, alumni, drop-outs and potential students was high. This suggests a strong potential support base for WCCC.

Relatives Attended WCCC

Student Status	% Attended
Current Students	50
Alumni	49
Drop-outs	38
Potential Students	62

Source: HNA Student Surveys, 1985.

10. Current students, alumni and drop-out students most often indicated favorable reasons for recommending WCCC based on the quality of education and convenience of location as:

Recommendation Factors

	Qualify of Ed.	Convenience/ Location
Current Students	25%	10%
Alumni	24%	21%
Drop-Out Students	41%	9%
Potential	13%	23%

Source: HNA Student Surveys, 1985.

11. Current and alumni students most often cited convenience of location, and low tuition as their principal reasons for attending WCCC.

Top Two Reasons for Attending WCCC

Reason	Current Student	Alumni Student
Convenience of Location	36%	85%
Low Tuition	23%	8%

Source: HNA Student Surveys, 1985

12. Fifty-six percent (56%) of the alumni students felt their WCCC education prepared them well for employment while only 17% felt they were not well prepared for employment. (Source: HNA Student Survey, 1985.)

14. Forty-five percent (45%) of alumni students of WCCC continued their education at another institution. Out of this group, 73% reported

they felt well prepared by WCCC for their continued education. (Source: HNA Student Survey, 1985.)

14. Although Detroit area high school counselors had negative perceptions regarding some aspects of WCCC, a fair number stated they would recommend WCCC, comparing WCCC favorably with other diectly competing institutions.

School Counselor Recommendations of Detroit Area Community Colleges

College	% Recommending
WCCC	22
OCC	26
MCCC	21
HFCC	16
Schoolcraft	7

Source: HNA Counselor Survey, 1985

15. Access to minorities is viewed by responding Detroit area counselors as the most significant positive factor associated with WCCC (98%).
16. Sixty-three percent (63%) of Detroit are counselors responding indicated that WCCC made information available to them.
17. Fifty-seven percent (57%) of the Detroit area school counselors indicated that students make inquiries about WCCC; however, 29% of the counselors report that students do not inquire about the college.
18. Detroit area school counselors recall seeing/hearing advertisements about WCCC.

Counselor Advertising Awareness of WCCC

Media	Percentage
Newspaper Ads	52
Direct Mail	50
TV	29
Radio	28

Source: HNA Counselor Survey, 1985

19. Detroit area school counselors responded that they have had direct contact to WCCC through various events.

Counselor Events Contacts with WCCC

Events	% Reporting Contact
Personal visits by WCCC Personnel	35
College nights attended by WCCC	29
Career days attended by WCCC	29

Source: HNA Counselor Survey, 1985

20. According to date collected for this study, current student perceptions of WCCC's value for the money indicates, that 63% feel they are receiving good value for their money.

21. With regard to the students' perception of availability of financial aid, 43% of current students rated WCCC as excellent or good (6% rated it poor). Interestingly, 28% of the dropouts felt availability of financial aid was poor.

Weaknesses

1. Dependency of WCCC on state and federal aid.
2. Failure to gain financial support from alumni.
3. The level of familiarity with WCCC and its programs by potential students is lower than desirable. Sixty-eight percent (68%) of potential students said that they either were not familiar with WCCC or they knew nothing about it. In fact, a differential pattern of familiarity exists for at least one important demographic group. Among potential students sampled, Black respondents, in general, reported a very low level of familiarity with the College. (72% of Black males and 72% of Black females as opposed to 43% of White males and 57% of White females stated they had no familiarity with WCCC.) (Source: HNA Student Survey, 1985.)
4. The most often cited reasons for <u>not</u> recommending WCCC by current students, alumni, drop-out and potential students included several factors.

Principal Reason for Not Recommending WCC

GROUP	FACTOR	%
Current Students	Teachers	45
Alumni	Teachers	22
Drop-Out Students	Poor Ed/Inst Image	23% each
Potential	Poor Media Image	14

Source: HNA Student Survey, 1985

5. Students who dropped out of WCCC most often cited poor class quality (19%) and the fact that courses they needed were not offered (19%) as the reason they left. (Source: HNA Student Survey, 1985.)
6. Although 45% of the alumni respondents continued their education at another institution, only 10% of them completed a degree by the date of this study. (Source: HNA Student Survey, 1985.)

7. The internal Delphi panel suggested there were several areas that needed attention. Several strategic activities (Table 9) were considered to be most appropriate for dealing with current internal weaknesses.

8. Apparent dissatisfaction with class scheduling/cancellation and poor registration procedures among current students, alumni and drop-outs who responded.

Levels of Dissatisfaction with Scheduling and Registration
(i.e., Reason given for NOT recommending WCCC)

Current Students	30%
Dropouts	15%
Alumni	11%

Source: HNA Student Surveys, 1985

9. Fourteen percent (12%) of potential students and 15% of alumni surveyed for this study perceived WCCC as being poorly managed. (Source: HNA Student Survey, 1985.)

10. Although WCCC currently offers a broad range of occupational programs, this study indicates that a less than desirable "fit" exists between programs offered and external employment market demands.

Table 9

INTERNAL DELPHI PANELISTS REACTIONS TO
SUGGESTED STRATEGIC ACTIVITIES
(Activities Ranked According to Mean Index)

Strategic Activity	Mean Index
Community image campaign	6.2
Student image campaign	6.1
Improve counselor outreach program	6.1
Revamp existing programs	5.9
Replace low-demand programs	5.5
Offer cable TV courses	5.3
Improve faculty/adm. relations	5.2
Extend early retirement	5.2
Decentralize recruiting to the centers	5.1
Legislator image campaign	4.9
Community leader image campaign	4.8
Active promotion via shopping centers, etc.	4.7
Readjust calendar	4.6
Offer college credit for H.S. programs	4.4
Increase faculty/adm. participation	4.3
Overall financial aid increase	4.25
Use faculty/community outreach	4.2
Vertically integrate via relations w/4-yr schools	4.2
Reopen daycare centers	4.1
Promote WCCC as a general ed. school	3.75
Offer "Weekend College" program	3.7
Offer specialized non-credit courses	3.4
Promote WCCC as a continuing ed. school	3.3
Offer GED admission	3.3
Establish transportation network	3.1
Professional outside recruitment firm	2.3
Form consortium of C.C.'s	2.25
Creation of specialized campuses	2.1
Promote WCCC as a Voc-Tech school	1.9
Offer incentives for family group tuition	1.9
Establish coop. programs with other C.C.'s	1.4
Promote WCCC as liberal arts prep.	0.8
Enter inter-collegiate athletics	0.1
Offer correspondence courses	-0.05
Open locations in non-traditional settings	-0.05
Tuition increase to stress quality	-0.6
Merge WCCC with 4-yr. college	-0.9
Tuition decrease	-1.1
Rename WCCC	-1.69
Open new campus branches	-2.3

Source: H.N.A. Internal Delphi Study (Strategic Round), 1985.

*See appendix B for description of calculation method.
NOTE: The higher the Mean Index, the more acceptable to Internal Delphi panelists.

WCCC does not currently offer programs in the following high demand occupations (Refer to Table 2 for a complete list of programs currently being offered).:

Table 10

PROJECTED HIGH DEMAND PROGRAMS NOT CURRENTLY OFFERED AT WCCC

Word Processor Operator
Retail Occupations
Hospitality and Tourism
Medical Equipment Repair
Computer Graphics
Paralegal Assistant
Microcomputer Repair
Industrial Supervision/Management
Quality Control Tech.
Construction Trades
Office Equipment Repair
Medical Records Tech.
Engineering Technology
Journalism
Graphic Arts
Printing Trades
Social Service Workers
X-ray Tech.

Source: HNA External Delphi Study, 1985

11. Two inconsistencies in perceptions of Detroit area school counselors exist regarding WCCC.

a. Although 50% of the counselors rated WCCC as giving educational value for the money, 33% rated WCCC as low value for the money.

b. In an analysis of word associations to WCCC, 48% of the statements were somewhat positive while 46% were negative. Table 11 lists these statements according to positive, negative and mixed responses.

Table 11

VERBATIM COUNSELOR ASSOCIATIONS TO WCCC

Positive Responses

Public
Open Door Policy
No Information
Needs Improvement
Very Accessable [sic] and Affordable
Convenient, Supportive, Accepting
Inexpensive, Accessible
Accessible, Low Cost
MANY BRANCHES, Open Admissions Policy
Which Campus for What Study? Is Transportation Tech in Taylor?
Available to General Population
Reaching Out to Help
Accessible, Inexpensive, Special Programs
No Students from Here Attend
Low Cost
Don't Know
Great Second Change, Downtown, Two-Year Degrees, Black Students
Not Significant in our Area
Quality Fair, Fees Reasonable

Negative Responses

Rarely Recommend
Grade 13
Better Administration
Riddled with Problems
Poor (Two Associations)
Don't Go There
Questionable
Trouble, Poor Quality
Problems, Doubts
Unethnical [sic], Questionable, Beware
Financial Trouble, Poor Teaching
Corruption
Nightmare
Corruption, Inc.
Disorganized, Students Unqualified, Mismanaged

Mixed Responses

Meets City Needs, Needs Better Administration
Troubled, Needed
Accessible, Inexpensive, Natty (Disorganized)
Sorely Needed, Political, Unfair to Dr. R. Wilson
Promising, Confusion
Accessible, Affordable, Managed Poorly

Source: HNA Associates, Counselor Survey, 1985.

12. Only 2% of Detroit area school counselors recommended WCCC as a Detroit-area voc/tech institution.

Counselor Recommendations of Detroit Area Voc/Tech Institutions

School	% Recommending
WCCC	2
OCC	3
MCCC	3
Schoolcraft	3
HFCC	4
Motech	9
Detroit Business Institute	9
Lawrence Institution of Technology	13
Detroit Public Voc/Tech Centers	13
Other (Cleary, Pont. Bus., etc.)	38

Source: HNA Counselor Survey, 1985)

13. Despite some favorable factors cited by Detroit area counselors, several negative forces surfaced; for example, 44% of the counselors rated the quality of education received at WCCC as low (15% rated it high).

Conclusions

After a detailed examination of the situational analysis and the problems and opportunities facing WCCC, these researchers have concluded:

1. That higher education, in general, and community college education, in particular, is at the peak of the maturity stage and entering the saturation stage of the Product Life Cycle where growth begins to slow, the market has begun to decline, competition is severe and alternatives to the product are being developed (ex., cable TV courses).

2. Because of overall declining enrollments, four-year institutions are now competing heavily for the first-two-years-of-college student, whereas during the 1960s and 1970s (because of increased four-year enrollments precipitated by the influx of baby boomers) four-year institutions willingly relinquished, and in some cases encouraged, this segment of the market toward two-year colleges. In other words, the size of the overall higher education "pie" has decreased and WCCC's piece of that pie has, at best, stabilized.
3. WCCC has a limited share of the two-year college market.
4. Although WCCC enjoys a high level of awareness in the community, overall external perceptions are not positive, in particular with regard to on-going, negative media publicity.
5. WCCC finds itself in a generally optimistic economic and technological environment.
6. Overall, positive perceptions of WCCC exist for current and alumni students and internal personnel.

III. MARKETING STRATEGY--RECOMMENDATIONS

The essence of Strategic Market Planning is to identify problems and opportunities and design strategies which exploit those opportunities and solve the problems. Therefore, the proposed strategic solution(s) to WCCC's particular situation follows a detailed analysis of the situational analysis, problems and opportunities, strengths and weaknesses, survey data and literature information, and, finally, the personal expertise and creative problem-solving skills of the consultants in order to address this charge.

We believe the proposed strategic activities outlined here, if implemented, will result in achieving the following marketing objective:

To increase WCCC's overall demand, its market share and, at the same time, improve its overall image, while effectively serving the needs of its constituents.

In order to achieve this (albeit) ambitious objective, three overall strategies are required:

STRATEGY 1 - Credibility Strategy

This strategy is aimed at building WCCC's credibility level with their "publics" (i.e., potential students, the media, competitors, educators and the community at large).

STRATEGY 2 - Repositioning Strategy

This strategy is aimed at capitalizing on WCCC's current strengths, to accomplish a "fit" between the needs of the market, the needs of employers and the capabilities of the college. In addition, it needs to position itself among its competitors, in order to positively differentiate itself from them and establish a clear market niche.

STRATEGY 3 - Demand Strategy

This strategy is aimed at increasing the overall demand for higher education services among untapped markets, and increasing WCCC's share of the community college market. Specifically, this strategy will focus on developing an awareness among the citizens of the service district that higher education, in general, influences the achievement of personal goals.

The strategy format reported here diverges from the original format suggested in the proposal for this study (i.e., market mix strategies). The researchers felt the new format would be more comprehensive/readable and

simplify implementation. The new format, we believe, is much broader based and holistic.

CREDIBILITY STRATEGY

Strategic activities aimed at gaining credibility are generally recognized as expensive in terms of dollars and energy expended. One needs simply to examine recent examples of industries/companies/products which have suffered credibility losses, such as the U.S. automobile industry, Tylenol pain reliever, tampons (following Procter & Gambles's Rely's link with toxic shock syndrome), and Firestone (following the radial tire recall), to verify this point.

Although the short-run costs may be substantial, the long-term payoffs justify the expense.

Therefore, the following specific strategic activities are recommended:

1. That WCCC engage a public relations firm to assist it in launching a major public relations campaign aimed at improving its credibility/image in the community.
2. There appears to be a discrepancy between the positive views of knowledgeable and satisfied consumers (i.e., alumni and current students) and the negative perceptions of those not currently or directly associated with the college (i.e., potential students, counselors.) See Table 12 for the average ratings of WCCC characteristics given by various constituent groups.

   Therefore, the researchers suggest that the public relations firm develop an information-dissemination campaign to close this gap between perception and reality.

   We would suggest such activities as sponsoring well-planned and separate WCCC open houses, tours, etc. (by special invitation) to potential students, counselors and media personnel.

TABLE 12

AVERAGE RATINGS OF W.C.C.C. CHARACTERISTICS
BY VARIOUS SAMPLE GROUPS
(N = Varies by Number Responding to Particular Question)
Scale = 1-5, 1 - lowest rating

Variable	Sample Group Responding				
	Current Students	Dropout Students	Alumni	Potential Students	Counselors
Quality of General Ed.	3.68	3.65	3.82	3.14	2.44
Quality of Voc./Tech.Ed.	3.64	3.40	3.72	3.20	----
Quality of Teaching	3.54	3.69*	3.69*	3.11	----
Quality of Students	3.49	3.36	3.08	3.09	----
Quality of Facilities	3.86	3.89	3.80	3.62	----
Convenience of Location	4.35	4.05	4.32	4.02	----
Convenience of Course Time	3.28	3.57	3.68	3.83	----
Convenience of Course Place	3.07	3.33	3.42	----	----
Availability of Financial Aid	3.55	3.23	3.53	3.74	----
Value for Money	3.60	3.46	3.05	3.25	3.27
Value, Getting Job	3.17	3.12	4.04	2.63	----
Access for Minorities	3.96	3.78	2.96	4.00	4.90
Helpful Counselors	3.09	3.03	2.92	3.00	----
Helpful Administrators	2.71	2.74	3.23	----	----
Number of Courses	3.01	3.29	3.47	----	----
Variety of Courses	3.17	3.31	3.52	----	----
Job Opportunities	2.96	2.61	2.39	----	----
Number of Variables where Group Rating was Highest	5	2	8	2	1

*Tie

Note: Question items marked with ---- were not asked to the particular group.

Source: HNA Market Surveys, 1985.

In particular, for counselors and media personnel, these open houses should include breakfasts or luncheons, where hand-picked WCCC personnel, known for their enthusiastic and positive support of the college are present.

3. That WCCC investigate the possibility of developing a viable Alumni Association and creating opportunities for these alumni to revisit WCCC. The objective of this strategy is to capitalize on this positive constituency, and to engage them as informal ambassadors of goodwill for WCCC.
4. That WCCC expend a substantial effort in affecting official alliances with existing four-year institutions, for the purpose of linking its programs in such a way as to facilitate transfer of credits; to establish itself as a "feeder" institution with successful neighboring schools such as Wayne State University, Lawrence Institution of Technology, Madonna College, etc.
5. To expend a substantial effort in affecting official alliances with high schools supplying preparatory voc/tech training (i.e., Crockett, Maxwell, etc.), in such a way as to facilitate WCCC credit at the high school level, and further encourage attendance at WCCC after high school graduation. The objective is to encourage more "feeder" high schools for WCCC and to increase awareness/familiarity of WCCC for potential students and high school faculty.
6. Develop and communicate an overall WCCC commitment to high-quality education. This activity is somewhat related to Ford Motor Company's "Quality is Job #1" campaign. In order to accomplish this recommendation, these researchers suggest a major media program (especially outdoor/billboard advertising). In addition, to determine the validity of this quality assurance program, that a

systematic "quality audit" be conducted by student evaluations, alumni feedback and feedback from four-year institutions to which WCCC alumni transferred. These "audits" should be promoted and reported to the public.

REPOSITIONING STRATEGY

Currently WCCC appears to have an ambiguous market position. Part of this stems from the nature of the market (i.e., voc/tech versus four-year college prep), and part of it stems from the fact that it is trying to be "all things to all people."

One serious issue needs to be addressed in conjunction with this: Is WCCC a voc/tech, college-prep institution, community education institution or all three simultaneously?

The researchers believe that although WCCC wishes to see itself as fulfilling all these market niches, that in attempting to apply this undifferentiated strategy, that all of the programs are suffering.

Rather than suggest, however, that WCCC abandon a particular mission, because of its commitments and capital investments, these researchers suggest that WCCC create a task force to investigate the most efficient means of allocating resources (i.e., faculty, campus facilities, etc.).

In addition, the following specific strategies are recommended:

1. Recognizing that although some basic and minimal general educational core programs must exist at each campus locale, that the college still consider the creation of specialized campuses capitalizing on physical resources and location. For example, suggested models might be a voc/tech center, a liberal arts center, a community education center and a business/management development center.

These centers may also serve to differentiate the specialized campuses from one another. The value of this strategy responds to the needs of some potential market segments who prefer not to be associated with a Detroit-based institution. Some recent examples of other institutions who have pursued this strategy are: The University of Detroit's relocation of many of its programs to the Clarkston area (Columbiere Center); Wayne State University's movement into extension campus sites in Birmingham, Southfield, and Sterling Heights, etc.

This strategy might further be extended to include name changes for these specialized campuses. For example, the current Downriver campus might be changed to WCCC Taylor Voc-Tech Center; The Western campus name might change to WCCC Belleville College Preparatory; the downtown campus might be changed to WCCC Business Administration Campus, etc. Using recently available cable TV capabilities, the strategy can be more easily and readily implemented.

2. That the college review the findings reported in Table 8 (Projected High Demand Occupations in the State of Michigan) against the program mix reported in Table 2 and the list of projected high demand programs not currently offered at WCCC (Table 10). Apparently, there are major gaps between what skills are in demand and what WCCC currently offers, i.e., word processing, computer graphics, hospitality/tourism, etc. We recommend that the College take immediate steps to include some of these critical, high demand training programs and market (communicate) them aggressively. In particular, WCCC ought to launch a major information-dissemination

campaign to major industries communicating these additions to the current program to employers.

Commensurate with this strategy, WCCC should examine those programs currently being offered which either have a low level of student and/or market/employer demand such as, welding, bookkeeping, general/office clerical, etc. Table 8 indicates these decreasing demand areas (low median values indicate low demand fields).

3. WCCC needs to position itself relative to its competition. The findings of these researchers indicate that, with respect to its competition, WCCC has the greatest number of campuses, nearly the lowest tuition rates, and a large and varied program selection (third highest after OCC and MCCC).

   Therefore, WCCC needs to position itself as the largest (number of campuses) and as the college which offers the greatest value for the money.

   In addition, once the program mix has been redeveloped (see item 2 in this strategy section), WCCC ought to position itself as the community college which offers the greatest number of programs in high demand employment markets. This position needs to be communicated to industry employers, as well as potential students, vis-a-vis direct mail brochures to employers and advertising awareness campaigns to potential students.

4. To capitalize on the strengths and needs of the regional campuses, each campus ought to engage in a separate/distinct/decentralized/ aggressive promotional campaign. For example, the Western campus is located in the center of one of the major rapidly-growing industrial market areas (i.e., I-275 corridor, which includes high tech parks

Republic Airlines, hotels, etc.). Therefore, to exploit this advantage, it ought to promote its program offerings and other advantages which match the needs of the geographical, industrial market. Another example of this strategy ought to be to have the Downtown campus emphasize its convenience/proximity and linkage to the core of the downtown Detroit area. It ought to, therefore, promote the fact that (eventually) it will be conveniently linked with this core area via the People Mover.

5. WCCC shares a common higher educational positioning problem with other community college, i.e., community colleges, in general, are perceived as less prestigious, lower status institutions than the four-year schools. A recent conference, sponsored by the Western Interstate Commission for Higher Education, criticized the community colleges for their recreational courses such as "Fun with Jello." In fact, one counselor respondent for this study indicated that community colleges were merely "Grade 13."

Therefore, WCCC needs to initiate and engage in a cooperative promotional campaign with other area community colleges to communicate the value and quality of community college education, in general. This marketing strategy is synonymous with typical Institutional Advertising done by many industries, such as the Michigan Milk Producers Association, the California Fruit Growers Association, the American Dairy Association, etc.

An additional benefit of this strategy is that WCCC, by taking this initiative, will position itself among its competitors as an innovative leader.

DEMAND STRATEGY

The two objectives that the Demand Strategy respond to are increasing the overall demand for higher education and increasing WCCC's market share. Therefore, the following specific stategies addressing these objectives are recommended:

1. Several possibilities exist for increasing the overall demand for higher education, in general. The Repositioning Strategy outlined in this report refers to one technique (i.e., to engage in a cooperative promotional campaign with other area community colleges to communicate the value and quality of community college education). Another possible strategy would be to enlist prominent community figures to promote the value of improving the quality of life and the quality of the community through education. Promotions of this nature are typically viewed as Public Serive announcements and are aired/printed gratuitously by the media. This strategy also serves to highlight WCCC's new leadership.

2. Another strategy might be to link community college education with newly established programs at the four-year schools which promote the opening of new career opportunities for community college graduates with Associate of Applied Science degrees. For example, Wayne State University's new Bachelor of Technical and General Studies program, adopted at the November 1, 1985 meeting of the Board of Governors was directed at this approach.

3. Currently, WCCC is not maximizing its market share opportunities. This report mentioned the fact that WCCC only has 13.15% of the two-year

college market share and this share has been steadily declining. By comparison Macomb County Community College enjoys a 31.89% market share and Oakland Community College has a 28.19% market share. In addition, other community colleges, such as Highland Park Community College, Macomb County Community College, Oakland Community College and Schoolcraft Community College, have enjoyed increasing market share (See Table 6), probably at the expense of WCCC.

Two possible strategies which address this problem include:

(a) an attempt to increase demand for WCCC by markets which WCCC traditionally attracts (i.e., Black females), and/or

(b) increase demand for WCCC by non-traditional or untapped markets (i.e., Black males and suburbanites).

Obviously, these two strategies require completely different approaches.

Strategies for Attracting Traditional Markets

Increasing the demand for WCCC among its traditional market (i.e., Black females) can be accomplished through specific and well-designed direct mail communications to former students and their families. These messages should highlight the new college image as well as outline programs which may have special appeal to this segment (i.e., health care, word processing, etc.).

In addition, recognizing that WCCC has, in the past, attracted family members (see #9 in the Internal Strengths section of this report) and has shown a relatively high level of attendance for relatives of current, alumni and dropout students, WCCC ought to capitalize on this strength. For example, these researchers suggest offering "tie-in" tuition opportunities for family members of these segments. Specifically, offering reduced tuition rates for relatives of these constituents.

In order to attract those traditional Black female market members which have not been associated with WCCC through family members, WCCC ought to promote its programs through Black female service clubs and community organizations.

Finally, recruiting Black female community leaders such as, Erma Henderson and Carmen Harlan to produce promotional messages on behalf of WCCC. These individuals can act as role models and reference group members, encouraging the facilitation of Black females' progress through education--more specifically, through a WCCC education.

Strategies for Attracting Non-Traditional or Untapped Markets

1. Black males and suburbanites have been identified in this study as non-traditional/untapped markets. In order to attract this market, the efforts may be assisted through the accomplishment of the strategies outlined in the Credibility and Repositioning Strategy sections of this report. However, the value of sophisticated, directly-aimed promotions cannot be over-stated. We would suggest, for example, a tremendous promotional effort through the radio and billboard medias. Some examples might be:

BILLBOARD MESSAGES:

1. WCCC - We're Getting Down to Business
2. WCCC - We've Got What You Need

   BUSINESS

   ENGINEERING

   HIGH TECH

   etc.
3. WCCC - A Headstart for the Future

RADIO MESSAGES:

These messages ought to be extremely brief and should incorporate an "800 number" for information.

2. WCCC ought to investigate the possibility of conducting classes "on-site" at plants and businesses, especially in the I-275 corridor area and in the Downriver area. This approach would provide a "hands on" experience for reluctant potential users in a familiar environment.

3. WCCC ought to recruit untapped markets through service and civic organizations by offering (for a limited time) reduced tuition rates for members.

4. To promote WCCC to people who did not complete a higher education elsewhere, it ought to offer credit for previous school experience toward a WCCC degree or certificate. Here, again, a billboard campaign and a local newspaper campaign would be appropriate.

5. WCCC ought to attempt to attract the GED market by offering complimentary or low-cost GED certificate training programs. In addition, on-site advisory visits at area adult education high schools and community centers would be helpful in reaching this market.

In light of these discussions on untapped markets, we wish to mention that WCCC may not want to extend its market focus to these groups. The concept of "Sticking to Your Knitting" has recently been recognized as a desirable Marketing alternative. This concept basically means that an organization

ought to identify its primary target market(s) and stick to/with them and not attempt to "be all things to all people". We, personally, believe this strategy would be the most realistic for WCCC, especially in the short run.

WCCC will have a substantial amount of work to simply repostion itself, gain credibility, build familiarity and maintain its current markets and market position. Perhaps this untapped market approach may be more useful as a long-run strategic option.

CONSTRAINTS

The implementation of any strategic plan is subject to various constraints. Some of the constraints that these consultants have identified may serve to limit the implementation of this plan. For example:

1. Cost - Obviously the major constraint influencing the adoption of any plan built around promotional activites are the costs of implementation. The process of gaining a favorable image in the marketplace will be high, but the resultant profits can also be substantial.

2. Possible Administrative Risk Aversion - This constraint addresses itself to the question of how willing is the current administration to assume risks by promoting programs in untapped markets, offering new programs, specializing campuses and possibly eliminating program which have a low demand

3. Faculty and Staff Resistance to Change - Although the Internal Delphi panelists offered many suggestions for promoting and improving the College's operations, the traditional and highly politicized WCCC environment and the potential for noncooperation by certain groups (i.e., unions), may undermine the success of the programs.

4. Funding - WCCC's traditional base of support (i.e., State funding) as opposed to millage-based funding may serve to limit or restrict certain strategies from being implemented. Obviously, the use of State funding for promotional purposes may not be viewed as an acceptable allocation of resources. The influence of the State Monitor can continue to be apparent.

5. Retaliatory Measures by Competitors - The strategy literature identifies the strong possibility of retaliatory activities by direct competitors, either through price or promotion. WCCC ought to be aware of this fact and be prepared to meet this challenge.

6. Buyer Resistance - As is often the case, buyers of services may be too resistant to change and to promotional messages. One recent example of this was Coca Cola's having to reintroduce its "classic" product because of the resistance by the majority of the market to the "New Coke".

7. Timing - WCCC ought to be prepared to accept the fact that any strategic plan, at this stage, may be simply too long overdue. Some managements have attempted to react to current problems, when a proactive approach was more appropriate, at a much earlier time. Nonetheless, we believe that any positive efforts to reposition, promote, add credibility, etc. cannot help but to, at least, maintain or slightly improve the status quo.

CONCLUSION

The foregoing analyses and discussions have presented what these consultants believe to be a viable and valuable plan for the accomplishment of the objectives of this study.

What remains to be accomplished is a review by WCCC top administrators of

these strategies and a dedicated and total attempt to implement them. This is the most crucial phase of the study.

These consultants have confidence that WCCC has the ability and capacity to meet its challenges and we wish you great success!

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